

April 5, 2012

Dear District Administrator,

Earlier this week I attended the signing of Senate Bill 461, which legislated an Educator Effectiveness system for all Wisconsin—teachers and principals—to be implemented by the 2014-15 school year. The legislation was based on the recommendations of the Educator Effectiveness Design Team, a group I convened over a year ago. The group's recommendations, found in the [Wisconsin Framework for Educator Effectiveness](#), are reflected in this legislation.

In order to meet this timeline, we have begun work on the many aspects of this system.

- **Pilots.** We are planning developmental pilots for Fall 2012. More information will be sent to you in the next couple of weeks explaining the developmental pilot and how you may indicate your interest in being involved.
- **Webinars.** We will also be hosting a series of webinars on the Educator Effectiveness system. The first is scheduled for this month; we will distribute information on this webinar so you and your staff may participate. **Please help our communication by making sure that someone from your team is able to join us for these important updates.** Webinars will be recorded and posted online (<http://dpi.wi.gov/tepd/edueff.html>).
- **Workgroups.** A number of workgroups have been formed to tackle the immediate needs of developing a rubric and evidence sources to evaluate teacher practice, a rubric and evidence sources to evaluate principal practice, and criteria for Student Learning Objectives. Each workgroup includes teachers, principals, district administrators, CESA representatives, and higher education faculty from across the state. A summary of their work follows:
 - **Teachers.** The teacher practice workgroup is developing the rubric to evaluate teacher practice. Teacher practice evaluation will be aligned with the Interstate Teachers Assessment and Support Consortium (InTASC) standards. The workgroup is drafting a rubric using Charlotte Danielson's Framework for Teaching as a foundation to guide and assess practice and is identifying evidence sources relevant to the rubric. Like the principal practice workgroup, the teacher workgroup will create a process manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate teacher practice.
 - **Principals.** The principal practice workgroup is developing the rubric to evaluate principal practice. Principal practice evaluation will be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards. The workgroup is drafting a rubric to guide and assess practice and is identifying evidence sources relevant to the rubric. They are creating a process manual that details the timing of the evaluation cycle, data collection procedures, and how practice measures will be combined to rate principal practice.

- **Outcome Evidence.** Student Learning Objectives (SLOs) are a category of student outcome evidence—in addition to state and district standardized assessments—that will be used to evaluate teachers and principals under the educator effectiveness system. Whereas state and district assessment data will only pertain to certain educators (those in tested grades and subjects), *SLOs will apply to all teachers and principals as part of the "multiple measures" guiding principle that underlies the educator effectiveness system.* SLOs are indicators of student learning that are jointly developed by teachers, principals, and other school leaders, typically at the beginning of the year. The SLO workgroup has reviewed existing selection and approval rubrics from other states and districts using SLOs, and are producing a draft version for use in Wisconsin. Selection and approval of SLOs will follow a rubric designed to ensure alignment to state standards and 21st century skills. The workgroup also reviewed SLO process guides and are nearing completion of a guiding document for Wisconsin. Other outcome measures (e.g., value-added measures) will be developed during 2012-2013.
- **Data Management.** A data management team has been working internally and a work group will soon be convened to address the data capacity issues and resources needed for quality data systems to support educator effectiveness decisions.
- **Equivalency Process.** An equivalence review process will be developed by DPI for districts seeking to use their own teacher or principal practice evaluation approach aligned to the state model evaluation systems.
- **Coordinating Committee.** In addition to the workgroups, I have appointed a statewide Coordinating Committee to oversee the implementation of the *Wisconsin Framework for Educator Effectiveness* and have been working with national experts to ensure that we develop evaluation systems that can be used with reliability and generate valid results for all educators.

This is very exciting work as we plow new ground in developing evaluation systems that takes into account both standards of practice and student outcomes. The primary purpose of this system is to support teachers and principals and provide the necessary resources for all educators to be successful. Done right, I believe the systems will improve student achievement and provide a tremendous benefit to educators by identifying the strengths they bring to the profession, as well as areas that can be targeted for improvement.

If you have questions about the educator effectiveness system, please e-mail us at eeteam@dpi.wi.gov.

Sincerely,



Tony Evers, PhD
State Superintendent

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